

Overview:

- The Center for Deaf and Hard of Hearing Education provides multidisciplinary educational evaluations for children who are deaf and hard of hearing as they transition from early intervention (Part C) to school (Part B)
- Our goal: families feel informed, supported and confident at every step of the process
- The focus of these evaluations is educational in nature, with primary emphasis on DHH eligibility areas, rather than medical diagnoses or treatments
- The benefit of these Center services is providing families access to professionals who specialize in working with children who are deaf/hard of hearing
- Center staff are subject matter experts – they know aspects that are important to consider when assessing a child who is deaf or hard of hearing, how to interpret results accurately, and how to recommend educational supports that optimally match each child's unique needs
- Educational evaluations can assist in identifying emerging challenges early. That allows adjustments to educational programming before small concerns become bigger barriers

Referrals:

- Referrals are to be submitted following the transition meeting with First Steps and local school district (LEA), which should occur when a child is approximately 30 months of age. If a child is not enrolled in First Steps, submitting a referral when the child is 30 months of age is optimal
- Referrals are typically submitted by the family, an early intervention provider on the child's IFSP in collaboration with the family, or a representative of the LEA. Referral forms can be found on our [website](#)
- When a referral is received, the Center takes the following steps:
 - Contacts the family to confirm receipt of this referral for technical assistance
 - Informs LEA of the referral (with parent permission)
 - Requests records and additional information from current providers and the child's family to help determine a plan
 - Reviews the referral and records obtained to determine a plan for Center engagement based on child's needs and availability of appropriate evaluators from the Center and school district

- All assessment team members are engaged in this step (this includes audiologist, deaf educator, LSLS, OT, PT, school psych, speech-language pathologist, and visual language specialist)
 - Professionals included on the evaluation day are based on the individual educational needs of each child (determined based on background information, hearing status, developmental history, communication mode, and any specific concerns shared by family, providers and/or referral source)
- Share plan with family and LEA. Work to schedule if onsite evaluation at the Center is recommended
- The Center communicates with families prior to evaluation day in the following ways:
 - Confirm referral
 - Connection with our Parent Education Resource Liaison (PERL) to answer any questions about Center evaluations or globally regarding the transition process
 - Request records (or release to obtain records), social-developmental history, and possibly some parent checklists
 - Share a plan based on the referral review
 - The assessment team may recommend an assessment collaboration opportunity to gather additional information from the family and current service providers. This collaborative step helps ensure effective planning for the evaluation day, especially for children transitioning from Part C to Part B services
 - Request family to share in advance anyone planning to attend the evaluation in addition to parent(s) and child

Evaluation day:

- Initial check-in – Welcome and review overall process/plan for the day. Clients are encouraged to ask questions
- Incorporate a combination of standardized tools, observations, communication tasks, and play. Plan is flexible based on child's engagement (approach is adjusted to optimally engage the child)
- Families/caregivers will be asked to share information, answer questions, fill out questionnaires and/or participate in activities with their child
- Parent education resource liaison (PERL) and Family Engagement Specialist are available to connect with the family to share resources or answer questions about transition, special education and other related topics
- Initial impressions are shared along with key strengths and potential areas to look at more closely (if applicable) prior to the family departing
 - Full results shared in written report once protocols are scored and data is analyzed

Reports:

- A finalized report is available four to six weeks following the evaluation
 - We seek to accommodate urgent needs when possible
- Resources and recommendations will be provided with the report
- Report sent to family and any other person/entity the family indicated on the evaluation consent on the day of the evaluation
- If person/entity who was not indicated on the evaluation consent is seeking a copy of report, they are requested to email cdhheassessment@health.in.gov
 - An ROI is required to accompany this request if that person/entity is not on Center ROI on file
- Once the report is finalized, families are offered an opportunity to have a consultation to review the report in detail
- Families are encouraged to reach out at any time along the process to ask questions or seek clarification from our Center
- Assessment staff is available to participate in staffings with school personnel, initial evaluation meetings, case conferences, and/or 504 Plan meetings to review assessment results and make educational recommendations